



GENDER-SENSITIVE BUDGETING IN HUMAN RIGHTS EDUCATION ACTIVITIES



This good practice was developed in partnership with **Women's Empowerment Link (WEL)** in **Kenya** for the **Advancing Equality through Human Rights Education** project. The good practices featured in this series are 'living practices,' meaning that they are continuously evolving and adapting.

Gender-sensitive budgeting means integrating a clear gender perspective at every step of a budgetary process - from planning and implementing, all the way to evaluating. The goal is to promote gender equality through equitable programming by ensuring that human rights education activities do not perpetuate gender inequalities or unequal gender relations.

The outcome of gender-sensitive budgeting is typically not a separate budget for women, non-binary persons, and men, nor is it a budget split equally amongst all genders. Rather, it is a budget that is planned, approved, implemented, and monitored through a gender lens. It prioritizes the **interests, needs, and barriers** of the most marginalized women and gender-diverse persons, and seeks to reduce inequalities through an equitable and targeted allocation of resources.

Applying a gender-sensitive budget in human rights education activities:

A gender-sensitive budget process might look different from organization to organization, or from one human rights defender to another. However, most approaches follow these common steps:

- 1 Reaffirm your **gender equality commitments, goals, and strategy**. Gender-sensitive budgeting aims to promote gender equality. To ensure consistency, it is important to be able to link the budget to the overall gender equality commitments, goals, and strategy of your





human right education activity. What values are you aiming to promote? Who do you want to participate in the activity? What is your vision and end goal, and how can you ensure that you live by it? These reflections can provide a roadmap for decision-making along the overall budgetary process.

- 2 Budget and include a **gender specialist** before and during your human rights education activity.
- 3 Undertake a **gender analysis**. The starting point is to identify the **interests, needs, and barriers** of women and non-binary persons who will participate, contribute to, and benefit from your human rights education activities. A range of methods and tools can be used to apply a gender analysis, including analyzing gender-disaggregated data, consultations, focus group discussions, pre-training questionnaires, key informant interviews, etc. It is important to consider the diversity in lived realities of women, gender-diverse persons, and men, and to recognize that other social characteristics such as age, socioeconomic situation, disability, ethnicity, religion, etc., can also affect their interests, needs and barriers.
- 4 Using the information gathered, plan for a budget that **closes the key gender gaps, breaks down barriers and enables women and non-binary persons to participate fully** in your human rights education activity. Additional resources and funds are often required for areas such as childcare, unpaid domestic and care work, transportation allocations, prevention and response mechanisms for sexual violence, and interpreters. Prioritize these areas.
- 5 If time permits, **consult** women and non-binary persons. A gender-sensitive budget does not always guarantee a participatory budget making process. However, actively involving women and non-binary persons in an equitable way throughout the process ensures that they play a part in decisions that affect their lives. It is also worth considering who is part of the financial decision-making within your own organization or group: who is represented? Who is missing?
- 6 **Review** the budget. The European Institute for Gender Equality (2020) suggests asking yourself three questions to review and monitor a budget:
 - a) How does this budget promote gender equality?
 - b) How does this budget leave gender equality as it is now, at status quo?
 - c) How does this budget perpetuate gender inequalities?

Some guiding questions to apply gender-sensitive budgeting:

Gender-sensitive budgeting might require civil society organizations and human rights defenders to think about budgeting in a new way (UNFPA, 2006). Listed below are some questions that can guide your reflections around the inclusion of gender-sensitive budgeting in your human rights education activity:

- Within your organization or group, who is making decisions on financial matters? Who has the final say? Why?



- Are women and non-binary peoples consulted and participating equally in financial matters within your organization or your group? If yes, how so? If not, why?
- Which budget items are prioritized? Which ones are left out?
- Is internal capacity-building around gender equality and gender mainstreaming necessary for members of your organization or group? Do you have a gender specialist available to you for your human rights education activities? What funds or resources are required?
- How will you take into account the domestic and care work of women and girls? What will be the financial impact on their participation in your human rights education activity?
- During your human rights education activity, will the allocated funds and resources reflect the specific realities, priorities and barriers of women and non-binary persons?
- During your human rights education activity, what will be the specific barriers and needs of women and non-binary persons? How will funds be allocated to meet these needs? For example:
 - Is childcare necessary so that parents can participate fully?
 - Will there be enough food for the children? Is extra transportation needed?
 - Will there be any linguistic minority communities? Will you need a translator for the materials and /or interpreter during the activity?
 - Will an external focal point person be appointed to ensure the prevention of and response to sexual violence?
- Who will benefit the most from the funds and resources allocated during your human rights education activity? (e.g., will the funds mostly be spent on allowances for duty-bearers to attend an event? Or will the funds mostly be spent on enabling more women and non-binary people, including the most marginalized, to participate?)
- Who is being empowered by these allocated funds and resources?

References

European Institute for Gender Equality (2020). *Gender budgeting: Step-by-step toolkit*. <https://eige.europa.eu/publications/gender-budgeting-step-step-toolkit>

United Nations Population Fund and United Nations Development Fund for Women (2006). *Gender responsive Budgeting in practice: A Training Manual*. https://www.unfpa.org/sites/default/files/pub-pdf/gender_manual_eng.pdf